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A Survey of the Preparation of Teachers of German in the High Schools of the United States.

By Florence G. Jenny, Vassar College.

During the last ten years the discussion of the professional preparation of the modern language teacher of the high school, the present deficiency of that preparation and the prospect for its improvement, has become more and more a feature of the meetings of the smaller modern language associations. Conditions vaguely recognized as unsatisfactory have been explained, deplored, condoned, bettered here and there by individual initiative or superior local educational rulings, ignored far more frequently, as though in tacit acceptance of the fact that the adequate preparation of the high school teacher to teach a foreign language, can be, under existing conditions of salary, time, and distance from Europe, only a practically unattainable ideal.

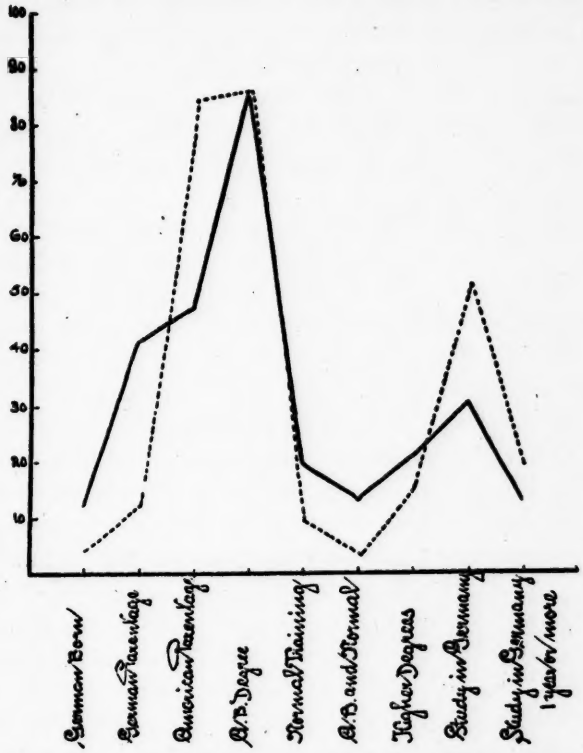
In the hope of contributing a general, initial survey of the actual situation in respect to the qualifications of the teachers of German in our high-schools, I sent in the spring of 1916 questionnaires to the superintendents of schools in towns of the United States having a population of 8,000 or more, asking for information on the following points: the number of teachers of German in the high-school; the parentage of these teachers (whether German by birth or by parentage, or of American parentage); their academic training, as represented by the A. B. degree, or higher degrees; their normal training; the number of teachers having

had study in Germany as a part of their professional preparation, and the length of their residence there. Such a questionnaire could not, obviously, secure data on the quality or extent of the individual teacher's attainment, as measured by the courses taken by him in college, his proficiency in them, or the relative excellence of the German departments of the colleges. My purpose was to secure information along very broad lines from as large a number of schools and teachers as possible; such obvious and simple facts as could and would be furnished me by busy superintendents on the blank forms sent them. More detailed inquiry would have lessened fatally the chances of a return large enough to be in any sense a survey, or warrant the most general and tentative deductions.

My figures are those for the school year ending June 1916. They have therefore in addition to their technical interest, a distinct historical significance, as having been secured on the very eve of a transition period in the study of German in the high schools of this country.

Of the 764 inquiries sent out, 586 (77 per cent.) replies were received, giving information in regard to 1464 teachers of German. Of these, 172 (12 per cent.) were German natives, 592 (41 per cent.) were of German parentage, and 700 (47 per cent.) were of American parentage. 1246 teachers (85 per cent. of the number reporting) held the A. B. degree; 282 (19 per cent.) had been trained in normal schools; 197 (13 per cent.) had had both college and normal training; and 287 (20 per cent.) held higher degrees. (With the exception of six Ph. D.'s these were master's degrees). Of the whole number of teachers reporting, 440 (30 per cent.) had studied in Germany, and 184 teachers (12.5 per cent.) had spent at least one year in residence there. With these percentages for the total, I have compared graphically the percentages for the nine sections of the country, following the reasonable grouping of states adopted by the United States Census Bureau. The comparison of the figures for each individual state with the total figures, would yield somewhat less significant and trustworthy indications than the figures for the larger groups, save perhaps in the case of thickly populated states, from which returns were full and beyond a doubt representative, such as Massachusetts, New York, and Ohio. The unbroken line in the graphs represents the percentages for the total figures returned. The broken line shows the percentages for the special group of states in question, and makes evident the deviation of the group from the average. Under each graph is noted the percentage of German stock to the whole population, for in certain cases an interesting relation can be observed between this percentage and the percentage of teachers of German stock to the whole number teaching German.

The figures for the New England States are based on the reports from 111 towns and 195 teachers. New England shows a smaller percentage of German born teachers (4 per cent.) and of teachers of German parentage (12 per cent.) than any other section of the country. The percentage of American teachers (84) is not even approached by any



Graph 1. The New England States. (Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island.) 2.7% German stock to whole population.

other group of states. Of the six New England states, only Massachusetts and Connecticut reported any teachers of German stock. In respect to college preparation as represented by the A. B. degree, New England's percentge is exactly average (85 per cent.). In normal training, with 9 per cent., she ranks lowest in the nine groups; and only 3.6 per cent. have had both full college and normal training. In higher degrees, with 15 per cent., she falls below the average. The number of teachers however who have studied in Germany exceeds that from any other part of the country. 50.8 per cent. of the teachers reporting have been in Germany, though the majority have spent only short terms there, and only 18.5 per cent. have been one year or more in residence. In this

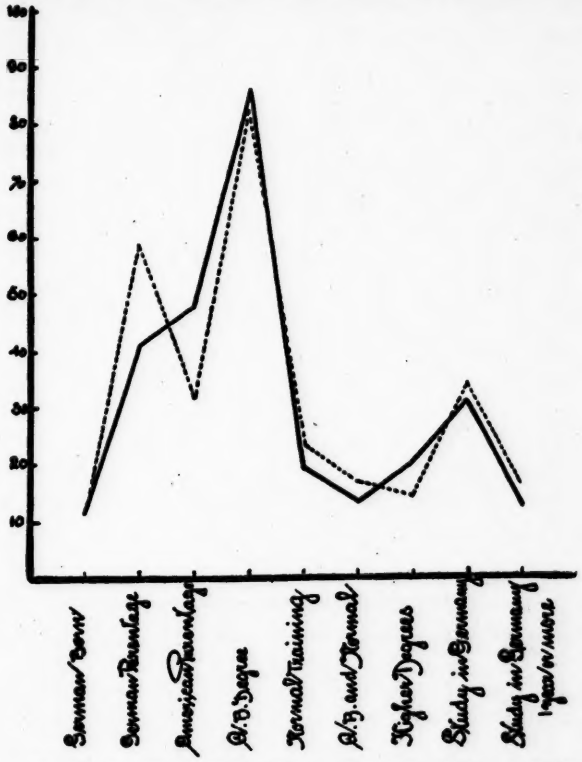
latter point, though high above the average, she is surpassed by the West North Central, the Mountain, and particularly by the Pacific states.

From the Middle Atlantic States reports were received from 472 teachers in 129 towns. The relatively high percentage of teachers of German birth and parentage (14.2 per cent. and 39.2 per cent. respec-

Graph 2. The Middle Atlantic States. (New York, New Jersey, Pennsylvania.) 11.5% German stock to whole population.

tively) is due to the fact that New York City has 48 native teachers and 87 of German parentage. Excluding New York City, the percentage of German born teachers in the Middle Atlantic group is the same as in New England (4 per cent.), though the percentage of teachers of German parentage is considerably higher (20 per cent.). In respect to academic training, the Middle Atlantic section ranks high; 88.8 per cent. of the reporting teachers hold the A. B. degree. Only the West North Central States (with 89.7 per cent.) and the Pacific States (with 93 per cent.) makes a better showing here. 18 per cent. have had normal training, and 10.2 per cent have had both full college and normal equipment. In point of higher degrees the Middle Atlantic group (with 23.3 per cent.) is again outranked only by two sections, the Mountain

States (with 25 per cent.), and the Pacific States (with 48.6 per cent.). The figures for study in Germany do not include New York City. Excluding New York City, 38.7 per cent. of the reporting teachers have studied in Germany, and 11 per cent have spent at least one year there.

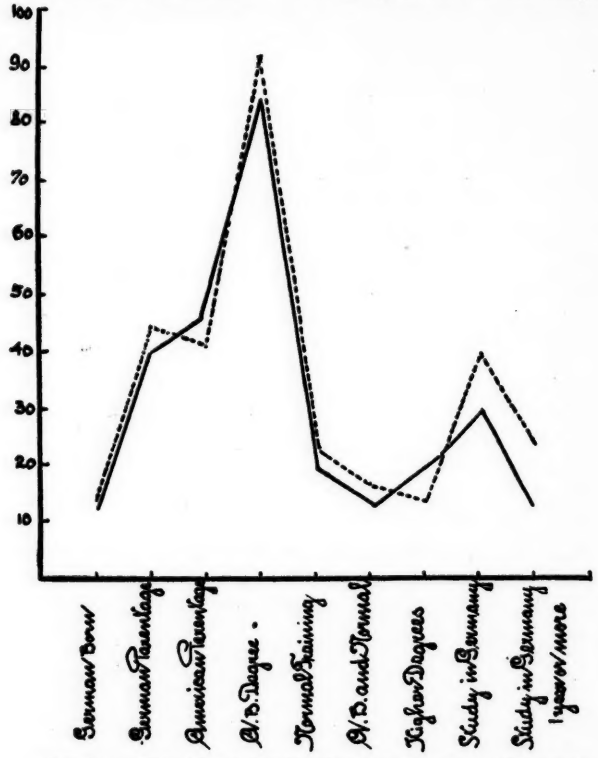


Graph 3. The East North Central States. (Ohio, Indiana, Illinois, Michigan, Wisconsin.) 17.4% German stock to whole population.

The figures for the East North Central States represent replies from 143 towns with 399 teachers. With only 10.5 per cent. teachers of German birth, this section holds first place in respect to teachers of German parentage, with 57.6 per cent. The proportion of teachers of American parentage (31.8 per cent.) is accordingly the lowest for all the nine groups. 81.2 per cent. held the A. B. degree, 23.4 per cent. had had normal training, and 16.6 per cent are credited with both college and normal preparation. In regard to higher degrees, the percentage (14.3) is below that for the total (20 per cent.). From the figures for the study of teachers in Germany it was necessary to exclude the cities of Indianapolis, Milwaukee, Akron, Columbus, and Cleveland, as specific data on this point was not given. Excluding these

cities, 32.7 per cent. of the teachers had been in Germany, and 15.8 per cent. had had residence there of one year or more.

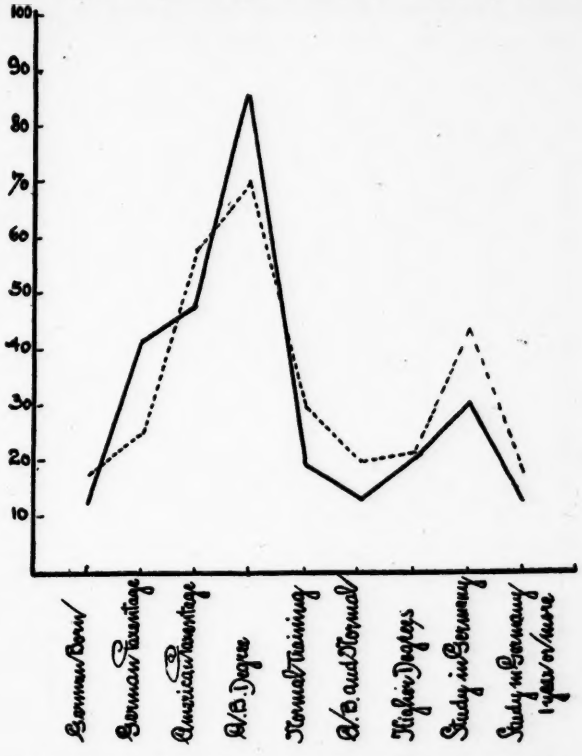
The West North Central section sent reports from 129 teachers in 54 towns. Of these, 13.9 per cent. were German natives, and 44.2 per cent were of German parentage. The proportion of American teachers



Graph 4. The West North Central States. (Minnesota, Iowa, Missouri, North Dakota, South Dakota, Kansas, Nebraska.) 13.8% German stock to whole population.

is correspondingly small (41 per cent.). It is significant in this connection however that the percentage of teachers holding the A. B. degree is larger than that of any other section except the Pacific (with 93 per cent.). The percentage of normal-trained teachers (22.5 per cent.) is higher than that for the total and 17 per cent. have had both college and normal training. In higher degrees this section holds comparatively low rank, with 13.9 per cent. Excluding the cities of St. Paul and Omaha, whose answers in regard to study in Germany were incomplete, 38.3 per cent. of the reporting teachers have been in Germany, and 23.2 per cent. have had at least one year's residence there. Here the West North Central section is surpassed only by the Mountain and the Pacific States, which have 29.5 per cent. and 33.9 per cent. respectively.

From the South Atlantic States replies were received from 80 teachers in 38 towns. Owing to the large number of German born teachers in the Washington and Baltimore schools, this section shows a large proportion of German born teachers (17.5 per cent.). The percentage of teachers of German parentage is however only 25, so that the pro-



Graph 5. The South Atlantic States. (Delaware, Maryland, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, District of Columbia.) 1.8% German stock to whole population.

portion of American teachers is comparatively large (57.5 per cent.). This group has the smallest percentage of teachers with the A. B. degree (70 per cent.) and the highest prcentage of those with normal training (30 per cent.). 20 per cent. have had both. 21.3 per cent. hold higher degrees. The fact that a very large number of the Washington teachers have studied in Germany raises the percentage in this point to 43.5. Because of insufficient data Baltimore and Washington teachers could not be included in the percentage representing at least one year's study in Germany. Excluding these cities, the showing for the South Atlantic States in this respect is 18 per cent.

(To be concluded.)

Adjusting Instruction in German to Conditions Imposed by the War.

By J. B. Bethl, University High School, University of Wisconsin.

With a rapidity that is characteristic of the present age, the question of what is to be done with instruction in German in our public schools and colleges has all but passed through the crisis of the first phase of its solution, and is rapidly entering upon the second phase. A violent, instinctive, elemental, but perfectly comprehensible reaction against the language of the enemy has arisen like a whirlwind, has gained terrific momentum, and has practically accomplished the major part of its purpose. Arguments of a calm, balanced educational nature were not merely as ineffectual as barriers of straw before the cyclone, but actually seemed often to increase the fury of the storm. The enormous defection from the study of German is a *fact* which will become increasingly apparent with the opening of the school-year 1918–19, and those teachers who will be so fortunate as still to have classes to teach must turn their attention to conducting their work in such a manner as to conserve what is left and prove its claim to the right of existence.

This is, however, no time for pessimistic mutterings. If German instruction, either through drastic action of the authorities, or through absence of elections on the part of students, has suffered more than strict justice would dictate, it is, nevertheless, probably true that a misplaced emphasis, a mistaken aim, an entire lack of definite aim, or a vacillating, ineffective teaching procedure, has occasionally lent color to unfriendly criticism, and contributed to the calamitous happenings of recent months. There is no reasonable doubt that the present war will stimulate to a hitherto undreamed-of degree the interest in modern foreign language study. If German is to have any dignified position whatever in this post-war realinement, it will be primarily, of course, because of the intrinsic worth, but to no inconsiderable extent also because of a refining of aims and an immediate diligent, careful readjustment of procedure by the teachers who have survived the present shipwreck. The desirability of making proposals for a constructive program, as well as the need of definite, detailed suggestions for the actual conduct of the class work, afford the *raison d'être* of these remarks.

First and foremost in the necessary adjustment to the new conditions must be placed the defining of the teacher's attitude toward his

country. No partial measures can or should be tolerated here. A half-hearted Americanism is no Americanism. If the teacher of German, or any teacher, for that matter, does not possess this whole-hearted love of our country he has no place in the profession. He is a menace both to his students and to his subject. This attitude must, as a rule, be shown in the manner that other unpretentious loyal citizens manifest it; no shouting from the house-tops is necessary or desirable. To be sure, in the case of teachers of German birth, or any who, before our country's entrance into the war, were known to have been aggressively pro-German, additional measures might seem called for. If they have not already done so, should they not seek some opportunity for removing all doubts still lingering in the minds of their fellow-citizens as to their loyalty and their support of our expressed war-aims? Wherever legitimate doubt exists, teachers certainly can only damage their own cause by withholding a frank statement of their position from the public, even though they may be subjected to occasional unfair criticism at the hands of some fire-brand patriot. But entirely aside from this, because all of us, as teachers of German, are in a measure under suspcion, and shall probably remain so for some time to come, we should assuredly exercise great care and self-control even in very minor matters of personal and professional conduct. Recently a high-school teacher saw fit to remove from the walls of her classroom some American flags which the janitor had placed in an inconvenient location. Unfortunately she chose a twilight hour and was alone. She was observed, and it required the strenuous efforts of her superintendent, and a statement from her before the school to prevent her dismissal. In my own classroom I had had for many months a German and a French flag on the wall. I had, indeed, become so used to them that I never gave them a thought. My carelessness was called vividly to mind when, in the tense days before the entrance of the United States into the war, during my temporary absence the German flag was torn town and trampled under foot. The abstract question of discipline was waived in view of my own lack of forethought. There would, of course, be a limit to desirable forebearance in such affairs, but these occurences are mentioned here merely to emphasize the urgent need of great circumspection and thoughtful consideration by teachers of German with regard to matters that at another time would pass unnoticed. It is well to remember, if an independent impulse surges up within us, that pride goeth before destruction and a haughty spirit before a fall. *Biegen, nicht brechen!*

Inseparably connected with the teacher's attitude toward his country is his attitude toward his subject. I can scarcely do better, as an introduction to this part of the discussion, than to quote a short passage

from the article by Mr. T. W. Todd in *Education* for March 1918, entitled: *German in Our Public Schools.* "The study of German and admiration for the great literature of Germany is not inconsistent with thorough-going Americanism. A teacher whose knowledge of the language and whose acquaintance with the literature of Germany has merely contributed to an unreasoning admiration for everything German and to an incapacity to appreciate American institutions, has no legitimate claim to a place in the public school and will do much more to discourage than to encourage the study of German." It seems to me Mr. Todd has hit upon the same vital point mentioned by Mr. Handschin in his article in *School and Society,* Sept. 1, 1917. We have not yet reached the stage, and I sincerely hope we never shall, where we use our instruction in German as an opportunity for encouraging dislike, even hatred of the German people. A principal of a high school writes to a state official: "The only satisfaction either pupils or teacher get from the German classes in our school is when they translate into German some such phrase as 'Damn the Kaiser'." By all means let the instruction cease in such a case, for only ill can come of it. If the teacher cannot feel that there is abundant good and entirely unobjectionable literary material to offer his classes; if he does not think that there is much good in the character of the real German people; if he has not a firm conviction that without the study of German his pupils are likely to lack a thorough understanding of the kinship of English with the Germanic group of languages; or, if he does not believe, at least, that German is going to remain an important world language after the war, both commercially and in the scientific field, then let no sordid mercenary motives induce him to continue to teach it. Every one of us owes it to himself, to his students, and to his colleagues in other fields, to clarify his own ideas as to why he is teaching German, and to combine a sympathetic appreciation of the values of German with an uncompromisingly American opposition to those forces in Germany which have helped to make this war possible. That such an attitude is perfectly possible the example of many of those before me proves beyond a doubt.

I have perhaps dwelt too insistently upon these two points, but they are, to me, fundamental and must furnish the basis for any discussion of details of procedure. With his own personal attitude established, the choice of materials and methods of instruction becomes merely a question of the teacher's training, tact, and resourcefulness. No white list or black lists of texts, no matter how authoritative, nor how fairly and carefully prepared, can protect the teacher against the idiosyncrasies of his local clientele. To say that the teacher must know thoroughly the texts he proposes to use is but to express a truism. To say that he must know

equally thoroughly the state of mind of the local school patrons and authorities, and be willing to go to all reasonable lengths to adjust himself to it, is just as true, even if far more difficult of accomplishment. The Public Safety Commission of a great state in our own district publishes in an official recommendation to teachers and school boards that no collection of German lyrics would be complete without *Deutschland über alles* or *Die Wacht am Rhein,* and it also asserts that neither the presence of these songs, nor the mere picture of the Kaiser, nor the German eagle on the cover seem to furnish a sufficient reason for the elimination of books, the contents of which are acceptable. But one must not be surprised the next moment to read the following item in a prominent educational journal, "The German book . . . . . has been eliminated from the S . . . . . high school because it was too un-American. It was discovered that the Hohenzollern coat of arms was on the cover, Kaiser Wilhelm's picture was the frontispiece, and that it contained such poetry as *Deutschland über alles.*" These illustrations are sufficient to show that there is no absolutely secure path to tread, but if we were to formulate a constructive policy in such matters it would perhaps be somewhat as follows: *First,* avoid the brink of the precipice by choosing texts and materials that do not laud German customs, state organization, history, or accomplishments unduly, that do not lay too much stress upon the military side of German life, that picture rather those features of home, country, school; love, friendship, virtue, courage, nobility, and so on, which might seem least foreign to similar elements in our own life. *Second,* sound out in every tactful way possible the sentiment of the community as to what features of texts might be in any way objectionable. *Third,* be absolutely frank with school officers and administrators, submitting to their judgment the questions which have arisen and remained unsolved in your own mind. The following of these simple rules will save many a disagreeable case of friction, perhaps worse.

As a parenthetical remark I might add here that many teachers are finding considerable satisfaction, during the present emergency, in reading such texts as Heyse's Italian stories, Zschokke's *Der zerbrochene Krug,* Carmen Sylva's *Aus meinem Königreich,* or, in more advanced work, some of the fanciful romantic tales, such as Fouqué's *Undine,* Eichendorff's *Aus dem Leben eines Taugenichts,* and Chamisso's *Peter Schlemihl.* This is delightful material for the most part, which has heretofore been somewhat under the ban because of a non-German setting. It is beyond the scope of this presentation to attempt any extensive classification of texts, but it seems desirable to point out the possible difficulties that may arise in connection with the use of at least one of the better known sec-

ondary school stories. *Höher als die Kirche,* because of the children's glorification of old Kaiser Maximilian, does not seem to be just the most desirable choice under existing restrictions. This is said with great regret, for this text, because of its great and deserved popularity, has received some of the very best editing that has been done for our American schools.

Attention has been called repeatedly to the special need of tact on the teacher's part, but nowhere does this need become so imperative as in the actual classroom procedure. Even with the most careful choice of texts and the most circumspect regard for the trend of sentiment in the community, situations may still arise in class that have in them all the elements of disaster. A bright little girl approached her teacher and asked innocently: "Mr. . . . . , they say all German teachers are propagandists, are you one?" Imagine what might have resulted if Mr. Blank had shown a possibly natural angry resentment of such a remark made in the presence of the class, or if he had ridiculed the pupil. What really did happen was a serious use of the occasion for clearing up in the minds of the pupils why they were continuing to study German and for showing them that the vast majority of teachers of German are truly loyal Americans. In a certain college one of the required memory passages in *Wilhelm Tell* is that beginning with Attinghausen's appeal to Rudenz:

Ans Vaterland, ans teure, schliess dich an,
Das halte fest mit deinem ganzen Herzen.

A girl refuses to learn it. "I don't want to learn anything about *das Vaterland,*" she insists. The teacher remonstrates mildly, pointing out that Attinghausen was a Swiss, and was trying to prevent Rudenz from bowing to the same autocratic element against which we are now struggling. But here again calm argument was unavailing, and the student stood firm: "I don't care," she said, "this is a German play. Schiller wrote it, and I can't think of anything but Germany when I say *Vaterland.*" So the matter was dropped. It is doubtful whether tactful planning would ever have included such a passage for special study. There is no use inviting trouble.

I cannot rehearse here in detail the many positive devices teachers have used along with their German instruction to inspire patriotism. I know one teacher who aroused great interest by having pupils make a military scrap-book with pictures of American soldier scenes, under which were written quotations or translations from *Das edle Blut.* I know another who won the approval of her community by conducting both oral and written drill on the subject of thrift stamps, supplying

herself the necessary vocabulary. Such devices suggest themselves naturally to the teacher of ordinary resourcefulness. As long as they do not lead too far afield from the central purpose of our instruction, they are of very great assistance. No doubt each teacher before me could contribute something of this kind from his own experience.

The moral which I wish these tales to point out is, then, that there must be both a negative and a positive side to our adjustment of procedure. Negatively the teacher must avoid studiously a too warmly sympathetic, subjective treatment of his material and rely mainly on an objective study. This means, in more concrete language, that the customary insistence upon *realia* in elementary instruction must be greatly lessened, and that the temptation to expatiate at length upon truly admirable elements in German character and institutions must be stoutly resisted. Thoughtful Americans know and admit the existence of such elements, but to enlarge upon them under present circumstances is to court endless difficulties for oneself and one's colleagues. Furthermore, unless a teacher is in complete mastery both of himself and the situation in his class, he should see to it that a discussion of doubtful subjects is never allowed to reach the surface. I mean such a subject, for instance, as a comparison of the German and American forms of government, which is one of the high-school graduation essay topics officially circulated by councils of defense. There is no reason why the teacher should not give material on such a topic, or arguments *pro* and *con* for the debates so frequently being held now on the question of the retention of German in the curriculum, but, in the interest of the success of his work, his class should not become the forum in which such subjects are discussed.

I can only touch lightly here upon a kindred question which has been raised with me by school men. That is, to what degree emphasis should be put upon the oral side of the instruction. Fortunately or unfortunately, I do not believe that the extent to which the great majority of our secondary school teachers, at least, indulge in oral German in class work is ever likely to arouse serious criticism. Whether the war is going to help us to decide in favor of a greater insistence upon the foundation for a speaking knowledge, or whether our present fairly well established primary aim of a sound reading ability will continue to stand, must depend upon the final outcome of the conflict. I think it extremely doubtful, however, whether we should willingly make much concession to those who oppose the further development of the oral side of our instruction, unless the pressure becomes very severe.

On the more positive side the teacher, convinced in his own mind of the genuine worth of what he is teaching, must, first of all, proceed

with his daily work boldly and without cringing. I hope no one will interpret my recommendations of extreme caution as in any degree suggesting that the teacher of German must be ashamed of his calling or timorous in following it. He must exact of his students the same type of serious, hard work as they are required to do in other classes. Nothing could harm us more than to be slack in our requirements because our subject is at present not a popular one. Emphasis upon beauties of style or form, relevant allusion to kinship of English and German, objective incidental study of such facts about German life as arise in connection with the class work, thorough phonic drill, solid training in fundamental good habits: these basic things in our teaching procedure must continue. If, in addition, we can invent devices that will enliven our work and also aid in keeping the real fires of devotion and patriotism alive, so much the better, so long as these more or less extraneous activities are kept under control. The same Yankee ingenuity and grit which, we hope and trust, will enable our boys on the other side to win a final victory over a most powerful enemy, will, I am confident, show us the way, in our humble yet extremely important school-room task here at home, to do the thing in which we believe in manner that will disarm our critics and vindicate our judgment.

To that end let all our energies be bent.

Berichte und Notizen.

I. Third Annual Meeting of the Association of M. L. T. of the Central West and South.

The Association of Modern Language Teachers of the Central West and South held its third annual meeting at the Auditorium Hotel in Chicago on Friday and Saturday, May 3 and 4. After the informal reception and dinner, Friday evening, addresses were given by Mr. John D. Shoop, Superintendent of the Chicago Public Schools, and Professor B. J. Vos, of the Indiana University, President of the Association.

The General Session on Saturday morning was devoted to the transaction of business and the discussion of topics of general interest. A representative of the U. S. Fuel Commission addressed the gathering in an earnest plea for the conservation of coal on the part of the members of the association both as individual citizens and as school authorities. This appeal struck the keynote of the entire convention—unqualified loyalty and patriotic service.

In this spirit the next speaker, Mr. William B. Owen, President of the Chicago Normal School, treated the subject *Modern Language Teaching in*

Peace and War. The paper dealt chiefly with the teaching of German in its relation to the present world conflict and the future of modern language instruction after the war. After outlining briefly his own interest in the promotion of the teaching of German in the past, and the well known reasons which educators like himself have been setting forth in support of the study of German, President Owen averred that henceforth the teaching of German language and literature would have to depend upon its intrinsic value to America and American civilization. The time has come, he said, for a revaluation of values, for a new inventory of stock, for a formulation of a plan and purpose that is consistent with the issues involved and the principles at stake. In his opinion the objectionable features of certain practices of the German government, as revealed in its prosecution of the war, has cast a suspicion upon German instruction and German instructors, a suspicion that is exaggerated and even fanatic in extent, but nevertheless a serious factor which must be squarely met. It is necessary, he said, for teachers of German to prove that they are "one-hundred-per-cent" loyal Americans and that they are upholding American ideals, teaching American ideals, and interpreting German literature according to American ideals. The great achievements of German art and science should not be disparaged, the contributions of Germany in the field of philosophy and literature should be preserved for the world, but they should be subjected to close scrutiny, he concluded, should be critically sifted, and not to be accepted in toto, nor be presented with blind, eulogistic reverence.

That these ideas met with hearty approval was shown not only by the applause with which the paper was received, but also by the resolution that Professor A. R. Hohlfeld, of the University of Wisconsin, offered for adoption in the German Section in the afternoon. This resolution, which was unanimously adopted, reads as follows:

> RESOLVED that we, the members of the German section of the Association of Modern Language Teachers of the Central West and South in annual convention assembled in the City of Chicago, recognize that in this time of war with Germany a special responsibility rests on all teachers of German, especially those who are of German birth or descent. To retain or win back the public confidence of the community in general and of parents and students in particular, we must prove, by word and deed, in the class room as well as in public and private life, that the sympathetic and effective teaching of the language and literature of our present enemy is in no way incompatible with the most whole-hearted Americanism—an Americanism which includes the active and loyal support of the government in the prosecution of the war to victory and an uncompromising condemnation of those acts and policies of the German government which have so strongly offended our sense of justice and of human rights and against which we are fighting. In this spirit we hereby pledge ourselves, singly and as a body, to see to it that nothing in our attitude toward our subject or in the presentation of it shall in any way conflict with that national unity and patriotic devotion so absolutely essential in this crisis.

It should be stated that Professor Hohlfeld had drafted this resolution before leaving Madison, and so although it is entirely in accord with the expectations of President Owen, it is the spontaneous expression of the sincere

convictions of the teachers of German, and shows that they are keenly alive to the situation, that they owe no allegiance to the kaiser, that they believe firmly in the value and dignity of their subject, and that the German language and literature can and will be taught so as to promulgate American ideals.

The second pedagogical paper in the General Session was read by Professor Starr Willard Cutting, of the University of Chicago, on *The Present Study of Modern Languages in its Relation to Past Theory and Practice.* The speaker outlined clearly and precisely the development of the latest ideas of modern language instruction since the time when it divorced itself from the older method of teaching the ancient languages. Of especial interest were his investigations on the early American precursors of the epoch-making reforms promulgated by Wilhelm Vietor.

The last discourse of the General Session was by Professor John D. Fitz-Gerald, of the University of Illinois, on *National Aspects of Modern Language Teaching in the Present Emergency.* The speaker dealt largely with the present situation in the modern language field due to conditions brought on by the war: the decrease in the study of German and the resultant demand for French and Spanish, and the difficulties that must be met in supplying that demand.

The sectional meetings for French, Spanish, and German were held at the same hour on Saturday afternoon, and since the writer could thus attend only the German section, he is unable to report on the other two meetings. The topics presented cover a wide range of problems in the teaching of French and Spanish, and the names of the speakers participating would give one reason to believe that the meetings were of great interest and value to those present. One of the most significant proceedings of the meeting of the French section was the passing of the following resolution:

> "WHEREAS, we are informed that the following resolution has been passed in the German section of the Association of Modern Language Teachers of the Central West and South: (Here follows the resolution stated above.)
>
> "BE IT RESOLVED by the members of the French section of the Association that we deplore with our German colleagues the present attitude of many school boards and other authorities in discontinuing, without adequate consideration, the study of German, often without providing a substitute of equal pedagogic and cultural worth, and that as teachers we affirm our conviction that, from an educational and practical point of view, the German language and literature have not lost their value to American students."

In the German Section, which was presided over by Professor Hermann Almstedt, of the University of Missouri, the papers read were unusually well thought out and offered many helpful hints. Miss Lydia M. Schmidt, of the University High School, Chicago, read the report of the Syllabi Committee, which was followed by the excellent paper of Dr. John C. Weigel, of the University of Chicago, on *The Acquisition of a Vocabulary.* The ideas presented, part of a forthcoming volume on methods in collaboration with several colleagues, were based upon psychological investigations and promise to be of great value in the teaching of modern foreign languages when available in print.

Owing to the unavoidable absence of Miss Gertrude von Unwerth, of the Northeast High School, Kansas City, Mo., her paper of *A Card Game That*

Aims at a More Comprehensive Knowledge of Geography was read by Professor E. F. Engel, of the University of Kansas. The topic discussed what she had been able to do with a card game, which is similar to the well known "Authors", in arousing interest in the otherwise rather dry subject of geography. *The Open Sesame to Language Study*, by Miss Olga Mueller, of the Central High School, St. Joseph, Mo., demonstrated the use she has been making of the imagination in arousing the interest of her pupils in acquiring a knowledge of German beyond the scope of the text books studied.

Professor Paul H. Grummann, of the University of Nebraska, followed with valuable suggestions on the *Cultural Values in Modern Language Instruction*. On the side of method the speaker's message was largely a plea for the rational study of grammar, the appeal to the intelligence of the student, and a broader reading of literary masterpieces for their cultural values, without however neglecting oral practice in the acquisition of the foreign idiom. Professor Grummann showed by concrete examples how misunderstandings could be avoided, especially in the present crisis, if our students had been furnished with a broader cultural, historical background in their study of German literature.

The final paper, on *Adjusting Instruction in German to Conditions Imposed by the War*, was read by Professor J. D. Deihl, of the University of Wisconsin. The speaker outlined clearly many of the subtle difficulties that now beset the path of the teacher of German, obstacles that would under more normal conditions not develop, and he offered many suggestions as to the choice of reading material, requirements, etc., that would help the teacher avoid embarrassing situations in his relations with his pupils. This paper appears in the present number.

Quite in accord with these hints, Professor Hohlfeld had offered earlier in the afternoon a resolution that a committee of five be appointed, with power to act, to furnish such information as might be feasible and helpful to teachers of German to assist them in adjusting themselves to the new problems thrust upon them by the present state of national and international affairs.

The writer has seldom attended a convention of modern foreign language teachers at which the papers presented were so well thought out, to finished in form, and so seriously presented. It was more than a teachers' meeting; it was a convention of patriotic leaders, keenly aware of their duty as American citizens in troublous times, of their responsibilities as guardians of the education of "Young America." The seriousness of the times seemed to be ever present in the hearts and minds of all who attended, not as an oppressive but as an impressive force, and the spirit of healthy optimism in a period of great mental stress filled us all with sanguine hope for a brighter future, when the dark war clouds of today will have rolled away, when present prejudice will have given place to mutual understanding, when every teacher can add his mite to the progress of the world's civilization without danger of being misunderstood. May that time soon come with the triumph of the American ideals for which we all are fighting and which will insure the peaceful progress of civilization with liberty, humanity, and the pursuit of happiness insured forever.

University of Wisconsin. *John L. Kind.*

II. Umschau.

Der New Yorker Schulrat hat *Dr. William L. Ettinger* zum Leiter der dortigen Volksschulen ernannt. Ihm unterstehen acht Assistenten, 23 Bezirkschefs und etwa 25,000 Lehrer.

Das Erziehungsamt in Washington fordert die Schulen auf, in keiner Weise nachzulassen. Jetzt sei *eine gute Schulung* wichtiger als je. Wichtig ist besonders der Teil der Empfehlungen, der die *All-Year-Schools* befürwortet.

"In general, it is believed that wherever school boards can find the means, the present emergency is an opportune time for readjusting the schools on an all-year-round basis, with a school year of 48 weeks, divided into four quarters of 12 weeks each. The schools would then be in continuous operation, but individual teachers and pupils would have the option of taking one quarter off at prearranged periods for needed change."

Die von dem Erziehungskommissär Dr. P. P. Claxton zu Washington geäusserten *Ansichten über die Beibehaltung des deutschen Unterrichts* im Lehrplan der Schulen des Landes, die wir in dem Märzhefte dieses Jahrganges wiedergaben, finden wir von neuem bestätigt in einem Schreiben Dr. Claxtons an Dr. Robert L. Slagle, Präsidenten der Universität von South Dakota, unterm 12. März d. J. Fast im Wortlaut wiederholt Dr. Claxton seine Ansichten. Nur die Einleitung unterscheidet sich von der im ersten Schreiben. Sie lautet wie folgt:

In reply to your letter of February 26, I must say that I can not agree with those who would eliminate German from the high schools and colleges of the United States at this time. It is, of course, desirable now, and always is, that nothing should be taught in any language in our schools or elsewhere that would tend to create a spirit of disloyalty to our country or to the American ideals of freedom and democracy. But the fact that we are now at war with Germany should not, I believe, affect in any way our policies in regard to the teaching of the German language in our schools.

Die Märznummer der Vierteljahresschrift *der Modern Language Association* enthält einen *Bericht* über die *letzte Jahresversammlung* dieser Vereinigung und bringt auch die Ansprachen der beiden Vorsitzenden, die des Herrn Professor Kuno Francke von der östlichen Abteilung und die des Herrn Professor Thomas E. Oliver von der mittleren Abteilung. Die Rede des Professor Oliver behandelt in gar trefflicher Weise ein Thema, das uns Deutschlehrer sehr nahe angeht. Es sei nur hingewiesen auf solche Stellen wie:

"We must as scholars oppose resolutely every manifestation of war hysteria that threatens our ideals. If, as I firmly believe, we (the teachers of modern languages) are all co-workers in the same vineyard, there should be the friendliest feelings among us all. If, nevertheless, suspicion, distrust, aversion, or worse emotions have found any lodging among us, we must banish them at once. Do we of the Romance fold, for instance, rejoice at the phenomenal loss the German has suffered in school and college? We may be glad that French has come back once more to what we have long felt ought to be its own. We may be content at the failure of any political campaign to foist Deutschtum upon us by an exaggeration of the importance of German. But to rejoice in a permanent loss to German is a disloyalty to the highest ideals of our interpretership. It is our duty to help create a proper balance just as soon as conditions shall permit. Our war is certainly not against the German language or literature any more than it is against German music or the scenery of the Rhine. The truly great masterpieces of German literature re-

main as valuable as before the war. Goethe ist still Goethe, the great cosmopolitan. Schiller is still the most international of the dramatists, so international in fact as to have neglected his own nation. ... Lessing remains the great liberal in Nathan der Weise, which soars majestically above the present clouds of international hatred.

What shall we do for students who have been influenced too hastily by present conditions? Unless military or similar reasons of national service can be shown, is it not wise to ask them to reconsider their rejection of German? .... The action of the Philadelphia Board of Education in making absolutely no change in the language curricula met with the approval of all sane men and stands out in contrast with the less wise action of school boards in other localities. As Mr. William Dick stated: "It does not injure the Kaiser to impoverish our own studies." .... While the Modern Language Association should be the first to protect with force and dignity against this threatened impoverishment of our curriculum, other learned societies are almost as vitally affected, and will doubtless join in an effort to establish a sound condition. Attention must be directed to the historic fact that France yielded to no such foolish idea after 1870, but on the contrary fully realized to what an extent the ignorance of German had contributed to her defeat. And even in the present war there is no serious disposition to eliminate or even reduce the study of the enemy's language in either France, Germany, or England. Rather are the keenest and most far-seeing minds intent upon increasing such study everywhere. In my judgment there is bound to be a great growth in the study of all modern languages, German included, as one result of the war. ...."

In der New Republic vom 20. April hat *Chas. H. Judd* einen Artikel, der uns sehr interessieren dürfte. Einige der Gedanken berühren sich gar eng mit dem Aufsatze des Herrn Direktor Griebsch, der in der Oktober-Nummer der Monatshefte unter dem Titel „Fremdsprachlicher Unterricht im Lichte der Demokratie" erschien. Herr Judd schreibt u. a.:

"The elementary schools of the United States borrowed their general plan of organization and the general definition of their course of study from Prussia. .... Their model was the undemocratic Volksschule.... The course of study of the Volksschule is what might be expected in such a school. There is no foreign language. Why should the common people know any other language than their own? There are no advanced subjects. .... The school of the aristocracy in Prussia may be typified by the Gymnasium.... Here the boy has plenty of foreign language. .... To-day Germany preserves the ancient distinction of medievalism, there are two distinct schools. ....

It is one of the curious ironies of history that American educational leaders in the middle of the last century were so intent upon getting something for the common people that they borrowed one of the most potent devices of aristocracy for the suppression of the common people. .... Take the foreign languages. Young children learn these readily. All over Europe the boys and girls who are going to study Latin or French begin it early. But not in America, because the Volksschule is the place where American boys and girls spend eight long years and there is no foreign language instruction in the Volksschule. Our elementary school has committed a great sin against democracy in restricting the opportunity of generations of American children. .... We have continuity in form, but not in substance."

In der Educational Review für April schlägt Alma J. Weiss vor, dass *das Studium der Musik mit dem der modernen Sprachen* verbunden werde. Im Deutschunterricht würde der Lehrer z. B. Wagner behandeln. Sie hat schon die Probe gemacht und ist überzeugt, dass kulturelle Werte dadurch gewonnen würden. Auch könnte man den langweiligen Weg durch die Wüste der Grammatik beleben. — Ob aber die Schüler ihre Grammatik auf diese Weise lernen, ist eine andere Frage.

Zwölf deutsche Lehrbücher sind nach dem Literary Digest von der New Yorker Schulleitung als unbrauchbar erklärt worden, da der Inhalt nicht einwandfrei wäre: „Writing and Speaking German" (Pope), „Vom grossen König und andern" (Betz), „Vom ersten bis zum letzten Schuss" (Wachenhausen), „Wilhelm der Sieg-

reiche" (Zastro), „Peter Moors Fahrt nach Südwest" (Frenssen), „Deutsches Liederbuch" (Heath), „Ein Sommer in Deutschland (Manley), „Deutsche Lieder" (Scherer und Dirks), „First German Reader" (Walter-Krause), „German Composition" (Pope), Selections for German Compositions" (Harris). „Im Vaterland" war schon früher ausgeschlossen worden.

Die *N. E. A.* hat sich das Ziel gesteckt, *50,000 neue Mitglieder* in diesem Jahre zu gewinnen. Die jetzige Zeit stellt neue Anforderungen und Aufgaben an die grosse amerikanische Lehrerverbindung, die die neuen Mitglieder dazu braucht, besonders um die finanziellen Lasten mittragen zu helfen.

Der *Verein der fremdsprachlichen Lehrer Wisconsins* versammelt sich in Madison am 10. und 11. Mai. Ein interessantes Programm ist aufgestellt worden. — Leider weist der im letzten „Bulletin" veröffentlichte Bericht des Schatzmeisters einen Fehlbetrag von über $70 auf; es wird nun an alle fremdsprachlichen Lehrer des Staates Wisconsin die dringende Bitte gerichtet, sich doch dem Verein anzuschliessen; der Jahresbeitrag beträgt nur 50c, welche Summa auch das Abonnement zu dem viermal jährlich erscheinenden „Bulletin" einschliesst. Auf die Gediegenheit des „Bulletin" haben wir schon mehrfach hingewiesen.

Der *Ausschuss der N. E. A.* hat am 12. April 1918 einstimmig folgenden Beschluss angenommen, der sich auf den *Unterricht in der deutschen Sprache* bezieht. Der eigentliche fremdsprachliche Unterricht wird nicht erwähnt; es handelt sich nur nach unserer Auffassung um die gewöhnlichen Schulfächer, bei deren Erteilung nach dem Beschluss des Ausschusses nur die englische Sprache in Anwendung kommen soll. Der Beschluss lautet:

"The National Education Association Commission on the National Emergency in Education and Necessary Readjustment During and After the War, representing thousands of loyal and patriotic teachers, believes the practice of giving instruction to children in the common branches in a foreign tongue to be un-American and unpatriotic, and we believe that all instruction in the common branches for all children in every state in this Union should be in the English language. We therefore recommend that the instruction in the common branches in both private and public schools in all states be given in the English language only, and that every legitimate means, both state and federal, be used to bring about this result."

Nach einer Angabe des San Francisco Chronicle kaufen die Bewohner unserer westlichen Staaten etwa *ein Fünftel aller wichtigen Bücher*, die heute erscheinen, d. h., der „wilde" Westen oder lieber der „pazifische" Westen mit 5% unserer Bevölkerung ist ein Absatzgebiet für 20% der heute erscheinenden Bücher.

Der *St. Louiser Schulrat* hat sich zu der *Aufgabe des deutschen Unterrichts in den High Schools* entschlossen. Folgende Beschlüsse wurden nach dem Bericht der New Yorker Staatszeitung einstimmig angenommen:

... Dass alle Klassen der deutschen Sprache in den hiesigen Hochschulen bis zum Abschluss des gegenwärtigen Schuljahres weitergeführt werden sollen.

Dass alle Studenten, die bereits die deutsche Sprache als einen Teil ihrer Ausbildung gewählt haben, Erlaubnis erhalten sollen, ihre Studien in dieser Sprache fortzusetzen, bis ihr Kursus beendet ist oder aber sie für die Universität die nötige Reife haben.

Dass vom Beginn des nächsten Schuljahres an keine Anfängerklassen für die deutsche Sprache mehr eingerichtet werden und dass die Gelegenheit, die Sprache in den Hochschulen zu erlernen, abgeschafft werde.

Die *Schulbehörde des Staates New Jersey* hat sich *gegen den Antrag* erklärt, den deutschen Unterricht vom Lehrplan zu streichen, dagegen aber empfohlen, ihn, wo es angebracht und ratsam sei, durch den Unterricht in der spanischen Sprache zu ersetzen.— Auch in Butte, Mont., wurde beschlossen, den deutschen Unterricht beizubehalten. — Wer gerne erfahren möchte, wo der deutsche Unterricht aufgehört hat, möge den Literary Digest vom 30. März nachschlagen, wo dreizehn Seiten diesem Thema gewidmet sind.

„*The Life of Karl Follen*" von Herrn Professor George W. Spindler von der Purdue Universität ist nun in Buch-

form erschienen. Die gediegene Arbeit erschien zuerst im Jahrbuch für 1916 der deutschamerikanischen historischen Gesellschaft von Illinois.

In Evansville, Ind., haben fast alle *Kirchengemeinden*, in denen früher deutsche Gottesdienste stattfanden, beschlossen, nur noch die englische Sprache zu gebrauchen. — Herr Bernard Steinauer, der 27 Jahre der katholischen St. Marienschule vorstand, hat seine Stelle niedergelegt.

Nicht allein der deutsche Unterricht, auch *die deutsche Presse* und *das deutsche Theater* hierzulande werden durch die Zeitlage in Mitleidenschaft gezogen.

So hat in Evansville, Ind., der „Evansville Demokrat" sein Erscheinen eingestellt nach einem 54jährigen Bestehen.

In Baltimore sagt der „Deutsche Korrespondent" seinen Lesern Lebewohl auf immer, nachdem das Blatt ein Alter von siebenundsiebzig Jahren erreicht hat. Der Schritt wurde unternommen, trotzdem in finanzieller Hinsicht das letzte Jahr äusserst erfolgreich war; es schien jedoch den Eigentümern angesichts der fortwährend geschürten Feindschaft gegen die Zeitung das beste, sie eingehen zu lassen.

Mit fast jedem Tag lesen wir von einer anderen deutschen Zeitung, die ihr Erscheinen einstellt. —

In Milwaukee wird höchst wahrscheinlich das deutsche Theater eingehen; dahin lautete am Schluss der diesjährigen Spielzeit der Beschluss der Garantiegesellschaft. Es ist dieses Eingehen um so bedauernswerter, da das Milwaukeer deutsche Theater künstlerisch weit über den englischen Bühnen der Stadt stand. Dort allein konnte man mit den wichtigen Schöpfungen von ganz Europa, zum Teil wenigstens, bekannt werden. — Schon 1850 machte man den Anfang in Milwaukee mit einer deutschen Bühne. Nach langem Ringen wurde endlich 1884 ein würdiges Theater unter der Leitung der Herren Julius Richard, Ferdinand Welb und Leon Wachsner geschaffen. Bis zu seinem 1911 erfolgten Tode blieb Leon Wachsner die Seele des Unternehmens und hat der Stadt eine Bühne geschenkt, deren sich auch die grösseren deutschen Städte nicht hätten zu schämen brauchen. Auch das Schöne muss sterben, und so wollen wir dieser deutschen Bühne eine stille Träne weihen.

Der Frankfurter *J. G. Sprengel* hat nach der Besprechung der „Schweizerischen Lehrerzeitung" eine wichtige Schrift herausgegeben über *„Des deutschen Unterrichts Kampf um sein Recht."* (Berlin 1917.) Wie viele andere tritt er ein für eine lebensfrische, in heimischer Wesensart statt in fremder Vergangenheit wurzelnde Mittelschule. Die S. L. Z. schreibt: „Seine neue Schrift, der alle Vorzüge eines lebhaften Temperaments und erschöpfender Sachkenntnis eignen, bekämpft die Verteidiger des verzopften humanistischen Gymnasiums alten Stils, dem nach der Überzeugung des Verfassers ein grosser Teil der Schuld an der fürchterlichen Notlage des deutschen Volkes, am Versagen der Diplomatie und der Verwaltung zufällt, weil es eine aus veralteten und volksfremden Bestandteilen zusammengepappte Scheinbildung vermittelte, die den Aufgaben des Tages nicht gewachsen war." — Er vertritt die Forderung: an Stelle der antiken Kultur müsse künftig die heimische, mit der der junge Mensch verwachsen ist, den Kern des höheren Unterrichts bilden. Auch wendet sich seine Schrift gegen die tiefe Kluft zwischen Volksschule und Gymnasium, was augenblicklich eine der wichtigsten Fragen des deutschen Schullebens bildet.

Im Anschluss an die Notwendigkeit der Kohlenersparnis ist die Frage in der Schweiz ernstlich aufgeworfen worden, ob vielleicht in *ungeheizten* oder nur *sehr wenig geheizten Schulräumen* die Schuljugend ohne Schaden für die Gesundheit sich aufhalten und arbeiten könnte. Auf die amerikanischen „Open-air Classes" wird hingewiesen, besonders auf die der Stadt Philadelphia, die grosse Erfolge erzielt haben sollen. (Vgl. Umschau für November 1917.) „Selbst wenn gegenüber den je und je aus Amerika gemeldeten Extraleistungen sowohl auf sportlichem wie auf technischem Gebiete Vorsicht und Zurückhaltung am Platze ist, so muss doch das eine gesagt werden: Dürfte man nicht auch bei uns wenigstens einen *Versuch* nach jener Richtung machen, vielleicht in folgender milderer Form, dass mit dem Heizen der Schulräume so lange gewartet wird, bis es wirk-

lich empfindlich kalt ist..... Übrigens geht man seit einigen Jahren über jenen Versuch hinaus. Im Kindersanatorium zu Leysin werden die lungenkranken Patienten daran gewöhnt, sich ohne Kleidung und barfuss selbst im Winter herumzutummeln. Und die Erfolge dieser Abhärtung gegen die Kälte sind nach den Berichten der beiden leitenden Ärzte geradezu prächtig. Wenn aber solches dort in 1000m Berghöhe mit schwächlichen Kindern ohne Schaden an ihrer Gesundheit, ja mit direkter Stärkung derselben, gewagt werden darf, dürfte der Versuch nicht auch sonst gemacht werden, und zwar nicht bloss zum Zwecke der Kohlenersparnis."

Schwedens Volkshochschulen erleben dieses Jahr ihr erstes Halbjahrhundert. Eine geschichtliche Darstellung ihrer Entwicklung wird mit Staatshilfe erscheinen.

John Andressohn.

III. Vermischtes.

Das Bild zu Sais.

Will mir heut kein Reim gelingen?
Gut! So geb ich's eben auf.
Dichtend mit dem Höchsten ringen,
Ist kein ebner Tageslauf!

Allerdings: die Versekneter
Finden immer sich zurecht;
Doch der ehrfurchtsvolle Beter
Macht sich nie zum Zufallsknecht.

Dichtet nur, wenn in die Schale
Schönheit ihm die Früchte bricht;
Wenn in edlen Weins Pokale
Perlen wallen auf zum Licht.
Nur wenn Geist und Form, verbunden,
Scehu den Hauch der Gottheit spürt.
Schöpferglück in Weihestunden,
Wenn der Sieg die Stirne kühlt!

Jenem nur, der tief erbebend
Zitternd letzte Schleier hebt,
Wird das Glück, das warm und lebend
Ihm das Bild entgegenstrebt.

Emil Doernenburg.

Am Abend.

Du hast den Arm um meinen Hals gelegt:
Wie wohl das tut, dies heimlich stille Kosen!
Wenn nach des Tages Sorgen, frohbewegt
Du mich umkränzt mit deiner Liebe Rosen.

Der Abend sinkt, und Dämmrung hüllt uns ein,
Mein Weib und mich; es spricht beredt das Schweigen.
Der Sonne letzter Strahl auf Buch und Schrein
Flammt und verglüht, nach müdgetanztem Reigen.
Wozu auch sagen, was die Seele tauscht.
Zu märchentief für armer Worte Lallen! —
Wir lauschen nur, und hören glücksberauscht,
Zwei Wasser tönend ineinanderfallen.

Emil Doernenburg.

Schiller.

Immortal bard, who spite of that wan maid,
Adversity, did'st scale the Olympian heights
Of poesy, where Jovian genius sits,
No clime may claim thee all. Aye, unafraid
Mayst thou all climes for lofty genius claim:
For thine's the universal heritage
Of mortal who for high ideal doth wage
His conflict bold and winneth during fame.
Ignoble thought and deed all alien were
To thee. Thy brother who long fettered was
In chains of ignorance neath slavish rule
Did'st thou from his old craven self deter,
Did'st lift to glorious liberty's just cause
And freedom of the soul, man's fairest jewel.

G. E. Van Loon.

Der Jahrgang der Monatshefte für deutsche Sprache und Pädagogik beginnt im Januar und besteht aus 10 Heften, welche regelmässig in der Mitte eines Monats (mit Ausnahme der Ferienmonate Juli und August) zur Ausgabe gelangen.

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Beiträge, das Universitäts- und Hochschulwesen betreffend, sind an Prof. Edwin C. Roedder, Ph. D., 1614 Hoyt Street, Madison, Wis.; sämtliche Korrespondenzen und Mitteilungen, sowie Beiträge, die allgemeine Pädagogik und das Volksschulwesen betreffend, und zu besprechende Bücher sind an Max Griebsch, (Nat. G. A. Teachers' Seminary, Milwaukee, Wis.) zu richten.

Die Beiträge für eine bestimmte Monatsnummer müssen spätestens am Schluss des vorhergehenden Monats in den Händen der Redaktion sein.

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